

**RFP-7-3
ATTACHMENT D
SCOPE OF WORK**

FOR

**“MAJOR OPPORTUNITIES”
PRE-APPRENTICESHIP PROGRAMS
IN THE CONSTRUCTION TRADES
FOR INDIANA’S UNDER-SERVED MINORITIES**

I. Introduction

Governor Daniels' Major Moves initiative promises to bring unparalleled job opportunities to Indiana. Some of the most immediate of those opportunities will lie in the skilled construction trades, as building commences on the ambitious projects that make up the Major Moves ten-year construction plan. Even outside the Major Moves projects, the construction business is booming in many parts of Indiana, and the state's contractors and construction companies need more skilled workers to fill these well-paid jobs.

Meanwhile, minorities – especially African-Americans and Hispanics – are under-represented in skilled construction fields. This under-representation is evidenced by current employment statistics which show that African-Americans and Hispanics account for 4% and 8% respectively of the skilled trades' workforce (by contrast, Caucasian representation is 84%).¹ For a number of reasons, many still have difficulty obtaining jobs in the building and construction industry. Many of the best trades within the industry require individuals to complete a multi-year apprenticeship. Indiana's minority residents, however, do not always find their way into such apprenticeship programs.

In response to the challenges discussed above, the Indiana Department of Workforce Development (IDWD) proposes to fund programs via its Major Opportunities project to help prepare more minorities, with particular emphasis on African-American and Hispanic Hoosiers, for careers in the construction trades. By training these Hoosiers in pre-apprenticeship programs, the Major Opportunities project will place them on a solid career path to upward mobility in a high-wage, high-demand field.

Up to \$12 million² in state funds will be competitively bid out between 2006-2012 (up to \$2 million per annum) for development and implementation of innovative and sustainable pre-apprenticeship training programs in the building trades to assist with Major Moves projects across Indiana.

IDWD seeks training providers (hereinafter “the Provider”) who are capable of designing and delivering a complete pre-apprenticeship training program to position African-American and Hispanic Hoosiers for entry into and successful completions of construction trades apprenticeships. Those Providers who can successfully demonstrate their ability to recruit, train, support, and place pre-apprentices into the “pipeline” for the construction trades will be awarded grants to put their programs into action in several locations across Indiana.

II. Deliverables

¹“Hoosiers in Construction Occupations by Race and Gender – 2004,” American Community Survey, US Census Bureau.

² Per HEA 1008 (Major Moves bill passed in 03/06)

The ultimate goal of Major Opportunities is to increase the gainful employment of well-qualified minority Hoosiers in the construction trades. An initial step toward this goal is getting these Hoosiers into apprenticeship programs. As such, the crucial deliverables for the proposed pre-apprenticeship programs are as follows:

1. The successful placement and persistence of pre-apprentice graduates into construction apprenticeships (union and merit shops) in targeted trades as defined by IDWD (see section III B).
2. The successful placement of pre-apprentice candidates into entry-level jobs that will lead to higher-wage and higher-skill jobs over time.
3. The demonstrated elevation of educational and skill levels of pre-apprentice program participants.

The grants from IDWD for pre-apprenticeship programs will be awarded to Providers based upon their capability to meet these deliverables. (See section V, “Budget”.)

III. Other Targets

- A. *Geographic- Based upon data³ provided by the U.S. Census Bureau and U.S. Bureau of Economic Analysis, IDWD has targeted the following Indiana counties for implementation of pre-apprenticeship training programs: Allen, Lake, Marion, St. Joseph and Vanderburgh.*
 - *Only those plans with facilities and worksites within reasonable geographic proximity to targeted cities will be considered.*
 - *Providers seeking to provide pre-apprenticeship training programs in multiple targeted cities must submit separate learning plans and corresponding budgets for each city.*
- B. **Occupations-** IDWD has identified the following skilled trade occupations⁴ for year one of the Major Opportunities initiative: bricklayer, carpenter, electrician, iron worker, millwright, plasterer/cement mason, plumber/pipefitter, sheet metal worker, teledata and painter.
 - Targeted occupations are subject to change annually based upon market demand.

IV. Statement of Work

The Provider shall supply a detailed Statement of Work, with a thorough discussion on how the Provider’s proposed training program will incorporate and implement the following elements.

A. Recruitment

³ Targeted cities based upon 2003 Per Capita Income, 2003 County Poverty Rates, and actual number of individuals in poverty for 2003- *U.S. Census Bureau and U.S. Bureau of Economic Analysis.*

⁴ Occupations based upon 1st quartile hourly wages of May 2005 Occupational Employment Statistics (OES) survey, in addition to those occupations covered by building trades grants administered through IDWD.

Providers will be expected to take advantage of an IDWD statewide marketing and recruitment effort for the Major Opportunities program. Additionally, Providers will need to demonstrate their own mechanisms and networks for recruitment. The Provider shall submit details on its planned recruitment structure, including:

1. Targets of outreach/sources of new recruits.
2. How networks with community/faith-based organizations will be incorporated.
3. Screening and evaluation – IDWD will provide support through regional WorkOne offices to screen potential entrants with ACT’s WorkKeys assessments.⁵
 - a. Those who test well enough (WorkKeys level 5 or above in Applied Mathematics, Reading for Information, and Locating Information) to meet apprenticeship qualifications will be directed to seek apprenticeship opportunities immediately.
 - b. The remaining will be targeted for entry into the pre-apprenticeship program, based on the Provider’s own standards for entry.
 - i. Please provide a full description of entry standards beyond those already mentioned. What are the threshold criteria for entry? What would disqualify an applicant from eligibility?
 - ii. Please note that all screening procedures besides the WorkKeys assessments are the full responsibility of the Provider and/or its partners, such as:
 - Background checks
 - Drug testing
 - Other procedures identified by the Provider.
 - c. IDWD will also provide WorkKeys assessments for the re-testing of pre-apprentices upon exit to determine program success in raising skill levels.

B. Program duration

The Provider is requested to submit a complete schedule for its pre-apprenticeship program that will include details on the nature of, and time allocated to, in-class and “on the job” components. IDWD research on best practices has found that the most effective pre-apprenticeship programs are 12-16 weeks in duration. Along with the following guidelines, Providers are strongly encouraged to consider a blended approach to integrate classroom learning and industry experience.

Based on the same best practices research, IDWD has developed the following guidelines for components of the overall program:

1. **In-class contact** with participants – a minimum of 100 contact hours is strongly encouraged.

⁵ IDWD will pay the fees for administering WorkKeys assessments. The Provider will be required to use a certified WorkKeys proctor, which can be accessed via a local WorkOne office.

2. **“On-the-job” experience** – By employing candidates with a partnered contractor, the Provider will prepare participants for apprenticeship and construction work in two ways:
 - a. **Daily work responsibilities** appropriate to a pre-apprenticeship skill level and sufficient to allow for evaluation of the candidate’s performance, work ethic, and other criteria for success; and
 - b. A significant, intensive **experiential learning** component. This component, under the supervision of mentors that may include current apprentices, journeymen/women and foremen/women, should be designed to give the pre-apprentice a more specific and thorough understanding of the trade(s) in which s/he might seek apprenticeship.

C. Learning plan

The Provider is requested to submit a detailed description of its training curriculum that will include distinct components dedicated to classroom and experiential learning. Plans shall include details according to the following guidelines:

1. Classroom learning

Provider shall describe in detail each academic or practical subject covered in the training program. This description should demonstrate:

- a. The specific topics within each subject – (e.g. not just “math”, but specify “algebra” or “fractions”) – and the time and emphasis given to each.
- b. The subject’s connection with the required graduation skills and ability to raise student skills to those requisite levels.
- c. Grading and evaluation criteria and mechanisms.
- d. Faculty and staff connected to (or needed for) subject.
- e. Samples of course content (where available)
 - Books, notes
 - Lesson plans

2. “On-the-job” experience

a. Daily Employment

As mentioned above, it is strongly encouraged that the Provider’s program feature a daily employment opportunity for pre-apprentices to earn their way through the program and develop basic work skills. Please indicate the proposed program’s parameters in each of the following areas:

- i. Employers and contractors – With what partnered contractor(s) will the Provider’s proposed program supply job opportunities? (See below, IV.2.a.)
- ii. Wages/stipend – The employment component of the Provider’s program must provide an hourly compensation.
- iii. Nature of work – What will pre-apprentices be doing on the job, and how does/will it complement or relate to classroom learning?
- iv. Duration – How much of a pre-apprentice’s time will be spent “at work” in the proposed program? What are the proportions of the

pre-apprentices classroom hours, work hours, and experiential training hours (see below)?

- v. Review procedure – how will participants’ work quality be rated and evaluated? What bearing will it have on the pre-apprentice’s performance in the entire program?

b. Experiential learning

The proposed training program must also include a substantial experiential learning component whereby pre-apprentices can learn

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- i. Facilities – what kind of physical training facilities will be available? Is there a fixed lab/workshop site? Do students learn at actual construction sites? Perhaps both? (If so, in what proportions?)
- ii. Nature of work – is the work that pre-apprentices will be doing valuable to learning an actual trade? How is the experiential portion linked to the objectives and course materials of the academic portion?
- iii. Duration – How many hours of specific experiential learning will the program offer to participants? What is the ratio of on-the-job learning hours to classroom hours and overall employment hours?
- iv. Review procedure – how will participants’ progress in the experiential component be rated and evaluated?

3. Transition procedures

- a. Completion: What is involved in the graduation/completion process? What is the procedure for post-training assessments (exit exams)?
- b. Placement: What are the details for assisting successful participants into apprenticeship programs? What are details for assisting successful participants into full-time, gainful employment upon completion (should they choose not to pursue the 4-year apprenticeship program)? What are the details for assisting partial completers in finding gainful employment based on skills gained through program, if any? Which partners will be responsible for this component?
- c. Retention: How does the Provider propose to assist graduates of pre-apprenticeship programs to persist in apprenticeships and employment after they are placed?

V. Organization Information

The feasibility of a program’s success will be based in part on the nature and history of the Provider, as well as established partnerships, facilities, and staff used to deliver all services proposed.

A. Nature/history of organization

Providers shall include a discussion of the nature of their business with respect to the services being requested by IDWD. Proposals may also include any historical information that would provide additional evidence of the Provider's ability to deliver proposed programs and services. Successful proposals will include documented experience in one or both of the following areas:

1. Expertise in design and delivery of pre-apprenticeship/apprenticeship training programs within the building and construction trades.
2. Demonstrated experience in the coordination of various resources for the development and implementation of sustainable programs in workforce training and job placement.

B. Network

1. Required partnerships

Providers shall include a discussion of their partner organizations, along with details on the roles that each will play. Successful proposals must include the following among their partners:

a. Contractors - Which contractors will be used to provide experiential learning opportunities and/or work experience (i.e.: jobs)? What is the level of their commitment? Are they prepared to offer monetary and/or in-kind support for the project?

b. Community and/or faith-based organizations- What are the plans for integrating community/faith-based organizations to assist with targeted recruitment efforts? Which, if any, have been identified as partners? What is the level of their involvement? What will be their specific duties?

c. Support services

The Provider shall describe in detail how they and/or their community partners will provide support to program participants, in each of the following areas.

- i. Counseling
- ii. Tutoring/academic support
- iii. Practical matters (such as child care or transportation)
- iv. Job/apprenticeship placement assistance
 - Application help
 - Training/coaching for interview

2. Optional connections/relationships

In addition to the required partnerships, IDWD envisions that a successful application will be comprised of appropriate service providers to thoroughly address the academic and practical issues of program participants. Therefore, Providers shall include a discussion of all partners involved in the proposal as well as the services that they plan to offer. These organizations may include, but are not limited to, the following:

- Owners of construction companies

- General contractors
- Post-secondary educational institutions
- Regional Workforce Boards
- Industry associations/unions

*Please use **Attachment F** to list all partners anticipated to be involved in this project and briefly describe their roles.

C. Facilities/premises

Please provide a brief description of the facilities that will be used to provide all components of the training. Are facilities currently available? Are they adequately equipped? Will facilities, if any, need to be leased? Will proposed partners assist in providing?

D. Faculty and staff

Providers shall include the names, titles, and qualifications of all individuals who will be used for the development and delivery of programs included in the proposal. Who will be responsible for completion of the Major Opportunities work, including all deliverables? Is there a need to hire additional staff? If so, what are the necessary positions?

Please use **Attachment B** to list faculty/staff and fill in their job descriptions, depth of involvement in Major Opportunities work, and any salary or portion thereof being requested under the Provider's proposed budget.

VI. Budget

Research suggests that performance-based incentives yield the highest volume of targeted deliverables. As such, IDWD will provide funding based upon the weighted performance-based deliverables as outlined below. Under this approach, Providers shall include a detailed budget and corresponding "Statement of Work" for every city in which it seeks to implement pre-apprenticeship training programs under the Major Opportunities initiative. In addition to a detailed breakdown of anticipated incentive-based milestones, budgets shall reflect any additional funding issues such as: possible matching funds, potential stipends, and any necessary start up costs.

Please Note: **Assessment related expenses-** DWD shall reimburse Providers for those costs associated with issuing WorkKeys assessments to participants prior to entry into the pre-apprenticeship training programs. DWD will also cover expenses to assess participants for measurable skill gains upon completion of the programs. Costs will be covered in accordance with rates negotiated between ACT and IDWD.

A. Performance-based incentives- Providers will receive funding for each Major Opportunities participant that achieves the following weighted performance benchmarks:

1. **Enrollment (10%)**- Payment A will be based upon the number of enrollees into pre-apprenticeship training program

2. **Completion (45 %)**- Payment B will be based upon the number of successful completions. Completions will be defined as having met **all** of the following criteria:
 - a. Completion of all required components of aforementioned “Learning Plan” (see III. C above)
 - Completion of required classroom contact hours
 - Placement into pre-apprenticeship employment
 - Successful retention of pre-apprenticeship employment
 - b. Skill gains
 - Demonstrated via WorkKeys assessments issued pre and post training
 - Demonstrated via other measurable means as identified by the Provider with IDWD approval.
3. **Placement (25 %)**- Payment C will be based upon the number of Major Opportunities completers who are subsequently “placed” as defined below:
 - Placement into apprenticeships, or
 - Obtain gainful employment in the building and construction trades
4. **Retention (20 %)**- Payment D will be based upon persistence from Payment C. Payments will be made for each of the following:
 - The number of Major Opportunities completers who are successfully retained in an apprenticeship program. How do you propose to measure successful retention? What are the key milestones? Or,
 - The number of Major Opportunities completers who successfully obtain and retain gainful employment in the building and construction trades. How do you propose to measure successful retention? What are the key milestones?

VII. Submission Details

For a complete listing of all requirements associated with this request for proposals, please refer to RFP 7-3 found at <http://www.in.gov/cgi-bin/idoa/cgi-bin/bidad.pl>. **Please note, all proposals are due to the Indiana Department of Administration (DOA) by 3:00pm on August 14, 2006.**